
BIOGRAPHICAL SKETCH

NAME Blair P. Lloyd	POSITION TITLE Assistant Professor, Special Education
eRA COMMONS USER NAME LLOYDBP	

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
Davidson College, Davidson, NC	B.S.	2006	Psychology
Vanderbilt University, Nashville, TN	M.S.	2011	Special Education
Vanderbilt University, Nashville, TN	Ph.D.	2013	Special Education

A. Personal Statement

I am an assistant professor in the Department of Special Education at Vanderbilt University and a Vanderbilt Kennedy Center Member. My research interests include methods of assessment and intervention to address challenging behavior in school settings for students with disabilities and issues related to observational measurement. Currently, I teach courses in Experimental Analysis of Behavior and Single Case Research Methodology. I am currently the PI of an IES Early Career Grant designed to develop a guiding framework for school practitioners to conduct individualized functional behavior assessments for students with persistent challenging behavior. In addition, I serve as co-PI on a Tennessee Department of Education technical assistance grant focused on training schools to implement multi-tiered systems of behavioral supports.

B. Positions and Honors

Positions and Employment

2013-present	Assistant Professor, Department of Special Education, Vanderbilt University, Nashville, TN
2008-2013	Graduate Research Assistant, Department of Special Education, Vanderbilt University, Nashville, TN
2006-2008	Clinical Specialist, Marcus Autism Center, Atlanta, GA
2006	Behavior Data Specialist, Marcus Autism Center, Atlanta GA

Certifications

2012-present	Board Certified Behavior Analyst – Doctoral Level (#1-12-11662)
2015-present	What Works Clearinghouse Certified Reviewer, Single Case Design

Professional Memberships

2014-present	Member, Division on Research, Council for Exceptional Children (CEC)
2014-present	Member, Division on Children with Behavior Disorders, CEC
2008-present	Member, Association for Behavior Analysis International
2008-present	Member, Tennessee Association for Behavior Analysis

Honors

2013	Robert Gaylord Ross Award for Scholarly Writing
2012	Melvyn I. Semmel Dissertation Award

Editorial Experience

American Journal on Intellectual and Developmental Disabilities (Consulting Board Member, 2014-present)
Journal of Behavioral Education (Guest AE, 2015-2016)
Behavioral Disorders (Guest Reviewer, 2010, 2015)
Journal of Applied Behavior Analysis (Guest Reviewer, 2009, 2014-2016)

Autism: International Journal of Research and Practice (Guest Reviewer, 2014-2015)
Remedial and Special Education (Guest Reviewer, 2012-2013; 2015)
Journal of Intellectual Disability Research (Guest Reviewer, 2011)
Behavior Analysis: Research and Practice (Guest Reviewer, 2016)
Developmental Neurorehabilitation (Guest Reviewer, 2015)

C. Publications (*denotes student author)

1. **Lloyd, B. P.**, *Weaver, E. S., & *Staubitz, J. L. (accepted for publication). Classroom-based strategies for incorporating hypothesis testing in functional behavior assessments. *Beyond Behavior*.
2. Shuster, B., Gustafson, J. R., Jenkins, A. B., **Lloyd, B. P.**, Carter, E. W., & Bernstein, C. F. (2016). Including students with disabilities in positive behavioral interventions and supports: Experiences and perspectives of special educators. *Journal of Positive Behavior Interventions*. doi: 10.1177/1098300716675734
3. *Staubitz, J. L., & **Lloyd, B. P.** (in press). Beyond ABC data: A tutorial for measuring contingencies in the classroom. *Beyond Behavior*.
4. **Lloyd, B. P.**, Torelli, J. N., & Symons, F. J. (2016). Issues in integrating psychotropic and intensive behavioral interventions for students with emotional and behavioral challenges in schools. *Journal of Emotional and Behavioral Disorders*. doi: 10.1177/1063426616636346
5. *Torelli, J. N., **Lloyd, B. P.**, *Diekman, C. A., & Wehby, J. H. (2016). Teaching stimulus control via classwide multiple schedules of reinforcement in public elementary school classrooms. *Journal of Positive Behavior Interventions*. doi: 10.1177/1098300716632878
6. *Savaiano, M. E., Compton, D. L., Hatton, D. D., & **Lloyd, B. P.** (2016). Vocabulary word instruction for students who read braille. *Exceptional Children*, 82, 337-353. doi: 10.1177/0014402915598774
7. **Lloyd, B. P.**, *Weaver, E. S., & *Staubitz, J. L. (2016). A review of experimental functional assessment methods conducted in public school classroom settings. *Journal of Behavioral Education*, 25, 324-356. doi: 10.1007/s10864-015-9243-y
8. **Lloyd, B. P.**, *Finley, C. I., & *Weaver, E. S. (2015). Experimental analysis of stereotypy with applications of nonparametric statistical tests for alternating treatment designs. *Developmental Neurorehabilitation*. doi: 10.3109/17518423.2015.1091043
9. **Lloyd, B. P.**, Yoder, P. J., Tapp, J., & *Staubitz, J. L. (2015). The relative accuracy and interpretability of four sequential analysis methods: A simulation study. *Behavior Research Methods*. doi: 10.3758/s13428-015-0661-5
10. Asmus, J. M., Carter, E. W., Moss, C. K., Born, T., Vincent, L., **Lloyd, B. P.**, & Chung, Y. (in press). Social outcomes and acceptability of two peer-mediated interventions for high school students with severe disabilities: A pilot study. *Inclusion*.
11. **Lloyd, B. P.**, Wehby, J. H., *Weaver, E. S., *Goldman, S. E., *Harvey, M. N., & *Sherlock, D. R. (2015). Implementation and validation of trial-based functional analyses in public elementary school settings. *Journal of Behavioral Education*, 24, 167-195. doi: 10.1007/s10864-014-9217-5
12. Gast, D. L., **Lloyd, B. P.**, & Ledford, J. R. (2014). Multiple baseline and multiple probe designs. In D. L. Gast & J. R. Ledford (Eds.), *Single Subject Research Methodology in Behavioral Sciences* (2nd ed.). New York, NY: Routledge.
13. Bottema-Beutel, K., **Lloyd, B. P.**, Carter, E. W., & Asmus, J. M. (2014). Generalizability and decision studies to inform observational and experimental research in classroom settings. *American Journal on Intellectual and Developmental Disabilities*, 119, 589-605. doi: 10.1352/1944-7558-119.6.589
14. Lambert, J. M., **Lloyd, B. P.**, *Staubitz, J. L., *Weaver, E. S., *Jennings, C. M. (2014). Effect of an automated training presentation on pre-service behavior analysts' implementation of trial-based functional analysis. *Journal of Behavioral Education*, 23, 344-367. doi: 10.1007/s10864-014-9197-5
15. **Lloyd, B. P.**, & Kennedy, C. H. (2014). Assessment and treatment of challenging behaviour for individuals with intellectual disability: A research review. *Journal of Applied Research in Intellectual Disabilities*, 27, 187-199. doi: 10.1111/jar.12089
16. **Lloyd, B. P.**, Kennedy, C. H., & Yoder, P. J. (2013). Quantifying contingent relations from direct observation data: Transitional probability comparisons versus Yule's Q. *Journal of Applied Behavior Analysis*, 42, 479-497. doi: 10.1002/jaba.45

17. Juárez, A. P., Valdovinos, M. G., May, M. E., **Lloyd, B. P.**, Couppis, M. H., & Kennedy, C. H. (2013). Serotonin_{2A/C} receptors mediate the aggressive phenotype of TLX gene knockout mice. *Behavioural Brain Research*, 256, 354-361.

D. Research Support

Sponsor: Institute of Education Sciences

Title: Developing Functional Behavior Assessment Maps for Students with Persistent Challenging Behavior

Funding period: 07/2016 – 06/2020

Role: PI

Sponsor: Tennessee Department of Education

Title: Tennessee Behavior Supports Project: Building Statewide Capacity for RTI²-Behavior

Funding period: 07/2015-06/2020

Role: Co-PI

Sponsor: Peabody College, Vanderbilt University

Title: Applications of Trial-Based Functional Analyses to Noncompliance in Classroom Settings

Funding period: 2014-2015

Role: PI